CONTENTS

03  A NOTE FROM KIM
04  PICTURING GROWTH: Comet Students Explore Identity
08  LOWER SCHOOL EXPLORES CIVIC ENGAGEMENT
10  NEW ENERGY IN OUR UPPER SCHOOL ACADEMIC PROGRAM
14  DEEP IN THE WORLD OF COOKING IN UPPER SCHOOL
15  SPOTLIGHT ON DIVERSITY, EQUITY, AND INCLUSION
16  2E CERTIFICATE PROGRAM
18  BRIGHT FUTURES AHEAD: Cloverleaf Transition Program
19  MEET MARCUS MABRY, On the Quad Prep Board of Directors
20  ACROSS QUAD PREP
22  WHY I GIVE
24  UPCOMING EVENTS AND PROGRAMS
Dear Quad Prep Community,

I am so thrilled to introduce and welcome you to this inaugural issue of our brand new Quad Prep Magazine. Through the pages that follow, you’ll be invited to glimpse inside our classrooms, to dive deeper into some of the programs and projects that have inspired enthusiasm and learning in our students this fall, and learn more about the life of our community.

Each day this fall, I’ve had the joy of seeing our students collaborating across their screens and classrooms, innovating and inventing, laughing and forming friendships — and most of all, blossoming into their gifts, and finding support and space for their own unique voices. In the pages of this magazine, I’m so glad to share with you a few of these moments.

In Comet, our students give voice to their identities through a year-long series of self-portraits. In Lower School, our students explore their own connection to civics and citizenship through an incredible array of election season projects. And in Upper School, we find vigor and innovation in our robust academics. But that’s not all: there are mini pumpkin-pies, and spooky music, and obstacle course movement. You’ll learn more about our commitment to diversity, equity, and inclusion; hear about our Cloverleaf Transitions Program; meet the candidates for this year’s 2e Certificate; and get to know the newest member of our Board. And in the magazine’s last few pages, you’ll find a peek at some of the events and programs that lie ahead.

These pages are full of joy and exploration, learning and celebration. I hope you enjoy this snapshot of our Quad Prep fall, and I cannot wait for all that’s yet to come!

Welcome to our Quad Prep Magazine!

Kim Busi
Founder and Head of School
Picturing Growth: Comet Students Explore Identity in a Year-Long Self-Portrait Project

At her desk in the Comet Early Elementary classroom, a student colors her hair green with a favorite crayon. Across the room, another student carefully slices through a sheet of yellow construction paper; he has imagined himself as a chicken. And another student uses a sharpie to illustrate turning on a nightlight for his sister. Being kind makes him happy, he says. Through this sea of crayons and construction paper and any number of assorted markers, we see a classroom of unique and individual self-portraits taking shape.

But these portraits are far more than just coloring: these Early Elementary students are learning about their identity and finding dynamic new ways to express their role in the world.

When Gursharan (Sharan) Singla started the Comet self-portrait project in the fall of 2019, she had a vision for a sustained and comprehensive unit on student identity — something more than just a one-off classroom task. “I was really keen on creating a space to regularly explore identity and see the growth in students’ self-concept over time,” says Singla. So she launched the self-portrait project, in which Comet students create a series of self-portraits over the course of their entire kindergarten year — each with its own unique lens or focus to help students express new parts of who they are.

Now, a beloved and thriving component of the Comet classroom experience, the self-portrait project is well into its second year.

“Self-identity is an important part of early childhood, as it is the way a child views themselves and their role in the world. A positive and comfortable self-identity helps develop self-esteem and confidence,” Singla explains.

The project has other benefits as well. For each self-portrait our Comet students create, they sit down one-on-one with a teacher to talk more about — and develop captions for — their portraits. “During this process students establish trusting relationships with teachers as they openly express thoughts, ideas, and feelings while discussing both process and product one-on-one,” says Singla. “This opportunity to engage in one-on-one learning allows students to sit with a task, both familiar and novel, to think deeper about themselves as people.”
August was one of those students last year. His parents noticed this growth and difference. “You can see at the start of the project that August was satisfied with the success of a simple, unadorned figure of himself — a stick figure with all the essential parts. As the project continued, the drawings became more detailed and colorful. They started to reflect not only what he looked like, but also his identity,” his parents said. “To see true progression from portrait to portrait was reassuring and a testament to his innate abilities and the guidance he receives at Quad Prep.”

Whether or not students could talk about how they were feeling, it always came out in their art. For one of their portraits, the Comet class drew inspiration from Frida Kahlo’s Self-Portrait with Monkey, in which Kahlo depicted herself alongside her beloved pet. In making their Kahlo-inspired portraits, students sat down with mirrors, oil pastels, and crayons, and drew themselves alongside the people, places, pets, and objects that they loved. One student in the class had recently been promoted to the role of big brother, and he chose to incorporate his new baby sister into his self-portrait. In his one-on-one conversation with his teacher afterwards, the student explained that he drew his sister because she's important to him, and he loves her. “I always want to kiss her!” he said.

“It was beautiful to see him use his self-portrait as a way of stepping into and claiming a new identity as a big brother,” says Singla.

This level of expression had been one of the goals of this project from the start, and the full extent of students’ ELA growth became apparent as sentences turned into paragraphs and preliminary drawings into thoughtful art.

“Through their work, we saw how much their ability to make keen observations and depict small details increased,” explains teacher Ilia Panganiban, who worked with Comet students last year.

This year, Singla saw an opportunity to expand this identity project even further to include deeper conversations about diversity, equity, and inclusion. As they create their self-portraits, students have opportunities to talk about who they are, where they come from, the languages they speak, and the languages of their families. Noting that race and religion are both integral parts of an individual’s whole identity, the project provides both formal and informal spaces to talk about and celebrate difference.

“As a teacher, it is rewarding to see how much pride our students have in their work, and this unit gives us the opportunity to see the unique and diverse nature of all of our students,” says Katelyn Babisko.

Through this project, Allie Loeb also observed “how much changes and develops in students' imaginative, abstract thinking skills.”

“As a teacher, it is rewarding to see how much pride our students have in their work, and this unit gives us the opportunity to see the unique and diverse nature of all of our students.”
How abstractly did they have to think? Well, in one self-portrait, the students imagined themselves in a context that does not yet exist: 100-year-old versions of themselves! Students imagined themselves with different color hair and facial features, and some students went as far as to imagine themselves “buying up the whole shelf at the supermarket” or “visiting every single country.”

"Hearing what they imagined their lives to look like at that age was so silly and fun! We heard about office jobs, flying cars, and friendships they hoped to maintain as 100-year-olds. One student even said they imagined being a teacher to the Comet teachers! More than just silly and fun though, this self-portrait demonstrated significant growth and change for each student,” reflects Loeb.

In June, the students’ final portraits for the year were inspired by photographer Gregg Segal, who uses photography to reflect upon experiences and life events. Students were encouraged to use photography to reflect on their growth over the year and their experience in the 2020 quarantine. Comet teachers wanted to use the experience in quarantine to reassure students that it was okay for life to change in an unexpected way. One student took a picture with his mom and noted that when he started his portrait project he was five years old, and now he is six. Another student took a “selfie” with some Minecraft toys and wrote, “First, we switched from normal school to screen school. This switch is going to end someday. But… I do know that we changed how things are.”

For this last portrait of the year, August took six pictures of himself from different angles, and added different filters to each. After describing several favorite things he learned during the school year, he ended with, “I loved a lot of things, and I just had a wonderful school year with all of my friends in Comet.”

"I liked a lot of things, and I just had a wonderful school year with all of my friends in Comet."

Now a new class of Comet students is diving into this year-long self-portrait journey, and teachers are excited to support them as their portraits evolve. This year’s Comet students have already completed several self-portraits using markers and crayons and construction paper and other materials; they made their most recent portraits in response to October’s theme: “Acts of Kindness.”
In a moment of reflection, Sharan shared that, last year, “it was incredible to see the growth from the very first portrait to the very last one for the year. Not only did the self-portraits become more detailed but the students’ way of speaking about their self-concept became more complex. You could really see that it was no longer just this is my nose, mouth, and ears, it became about their self-concept as a friend, as a student, as astronomers, a geologist and much more.”

What will this year’s Comet students express and imagine in their self-portraits? Already their teachers can see their love and strength, humor and self-confidence emerging on the page. They’re there, poised and present, as this year’s kindergarteners teach us, portrait by portrait, who they are.
From Electing their Favorite Storybook Characters to Learning about the Three Branches of Government, Our Lower School Students Explore Civics this Election Season

As the election season raced along outside our campus, our Lower School hallways buzzed with the sounds of civic engagement. In each prep, the civics lessons took a different shape, customized to the unique developmental stage and interests of each group of students. But across our Lower School Preps on the Pine Street campus, students learned about democracy and citizenship. Whether studying the branches of government, or interviewing a poll worker, or writing their own bills, students explored what an election season means — finding opportunities to make connections between what they learn in the classroom and what they see beyond the classroom walls.

Each classroom brought their own unique spin to this lesson on civics. Let’s check out what they’ve been up to!

**Orion**

Orion students read the book *Duck for President* — and then held a mock election, voting for the character from the book they believed would make the best president. To prepare for their election, students learned all about the processes (and the vocabulary) of an election: what a vote is, who’s a voter, and what a ballot looks like. With these key concepts in mind, they registered one another to vote in the election between “duck” and “farmer,” cast their ballots, and waited to see which storybook character would win!

With their experience from their *Duck for President* election fresh in mind, students turned their attention to the United States government. From the branches of government to the history of our different presidents, students loved their whole exploration. Their favorite part, however, was learning about how a bill becomes a law. They even drafted letters to Congress about some ideas they have for their own bills!

“I hope students become excited about voting when they are old enough — which I think they already have, as a lot of their bill ideas were to let kids vote!” says Orion teacher, Haley Zecker.

**Luna**

In the Luna classroom, students learned about the election process and what it takes to be a president. Then they helped their prep transform from a classroom full of students to a ballot full of candidates. Integrating their ELA and ISS curriculums, they drafted and practiced speeches to present before the class, as they ran for offices such as treasurer, queen, super president, and knight!

**Aurora**

Aurora students went right to the root of the election process, studying the history of the Constitution and what rights the United States Constitution gives to the people of the nation. This study led them to the topic of elections, as they learned that, in a democracy, each citizen has a “say,” or vote. The entire class read the book *We the People*, which explores the relevance and importance of the democratic components and relates them to daily life.

Equipped with their new knowledge, Aurora students filled out their own voter registration forms and nominated a slate of book characters to run for the public offices of their class. Students began by listing character traits that a good president should have, and then brainstormed characters that they felt had those presidential traits. After making campaign posters, the students were ready to elect a storybook president.
Pulsar, Astro, Eclipse

Many of our 5th grade students in our Pulsar, Astro, and Eclipse Preps will be able to vote in just two more election cycles! With this reality not too far away, their ISS teachers challenged these students to learn deeply about their rights and responsibilities as students and how this translates to their rights and responsibilities as future voters. They even had the opportunity to interview a 2020 poll worker over Zoom and ask their own questions, such as, “How many people can come into a polling site?” and “How long does it take to set up a polling place?”

As Astro teacher Rachel Koch explains, “The students understand more about the three branches of government and how they work together to form our democracy. They understand the privilege of voting, and how the history of voting has changed through decades of struggle."

After learning about the logistics of the United States government and election process, each student selected a topic that they were passionate about and researched the history and various viewpoints in order to educate themselves and their classmates. "They have appreciated a designated time to discuss mature topics... They are now able to discuss their thoughts and opinions in an increasingly informed way," observes Koch.

The final component of this unit was for each student to create a presentation of their own choosing, explaining what they would do if they were president. “If we were to choose one thing we’d like our students to learn through this project, it’s to be informed about the world around them. We want them to feel comfortable asking questions, finding information out for themselves (with reliable sources), and explaining their own moral opinions with information to back themselves up,” reflects Koch.
Quad Prep is so glad to welcome Kate Geyer to the academic leadership team of our Upper School!

As our Associate Upper School Academic Director and Director of Teaching and Learning, Geyer brings years of experience and visionary, practical leadership to our vibrant and rigorous Upper School academic program.

A Boston, Massachusetts native, Geyer comes to Quad Prep from The Berkeley Carroll School and The Churchill School in New York City, and previously served as Program Coordinator at the Harvard Graduate School of Education, where she collaborated with faculty to execute professional development for K–12 educators. Geyer earned her M.Ed. as a Bristing Fellowship recipient at The Lynch School of Education at Boston College, and her BA in English from Saint Lawrence University. “I love teaching in NYC, and working with neurodiverse learners has been the greatest part of my career,” says Geyer.

This fall, Quad Prep Magazine had a chance to sit down with Kate Geyer and talk more about all the exciting growth in our Upper School academic programs!
QPM: We are so excited to have you at Quad Prep! Can you tell us about your journey and what brought you to Quad Prep?

KG: As I looked to the next step in my academic career, I was intrigued by Quad Prep’s commitment to a truly personalized focus on student achievement. I strongly believe that, in order to successfully educate students, you need to look at how individual students learn best and what motivates them. I was very impressed by how Quad Prep executes its mission.

"WORKING WITH NEURODIVERSE LEARNERS HAS BEEN THE GREATEST PART OF MY CAREER."

QPM: In the few months since you joined our team, what has struck you most about the Quad Prep community? What excites you as you look forward to Quad Prep’s future?

KG: What really stands out to me about the learning community at Quad Prep is the collaboration between our faculty and clinicians. I am really impressed with the commitment and dedication our practitioners have to each and every student. Quad Prep is a place where everyone goes above and beyond to educate students and encourage their intellectual curiosity.

As I think about the future, I am really excited by the growth of our Upper School academic program, and the innovative ways our faculty are fostering students’ natural curiosity about the world around them.
QPM: You joined us during a time of challenge and innovation, playing a key role in the implementation of our successful hybrid and remote learning models. What has the hybrid and remote learning experience been like in our Upper School this year?

KG: Great question! Teachers everywhere are confronting challenges that have never existed. For example, teaching in a ‘blended learning’ classroom, and moving between multiple instructional mediums throughout one school day. I am continually impressed by our faculty members and their ability to pivot and reinvent the curriculum. Also, this model wouldn’t be successful without open communication between students, families, and staff in the Upper School. That’s something I think we’ve done really well!

QPM: How would you describe some of the key cornerstones of our Upper School academic program?

KG: The Upper School faculty are working hard every day to innovate and to capture our students’ interests. Building from our students’ interests motivates them to take ownership of their learning and feel empowered in the classroom. One of our biggest hallmarks is the way we constantly modify the curriculum to focus on personalization. At Quad Prep, students really do have a voice in what they learn and how in-depth they can go into a particular topic or unit. Our teachers have amazing flexibility and vast subject-area knowledge. These traits are key to creating a nurturing and productive learning environment.
QPM: Our Cloverleaf Transition Transition Program helps our Upper School students answer the question, “What's next?” How does our academic programming partner with Cloverleaf to help students develop their talents and prepare for their lives beyond Quad Prep?

KG: The Cloverleaf Program is a very important facet of the Upper School. We have regular meetings to check in about students’ academic strengths and extracurricular interests, and look to form partnerships with outside organizations around the city. I believe that frequent communication between our Upper School division and the Cloverleaf Program is the best way to make sure we are setting students up for success with their postsecondary plans. Our Cloverleaf team begins meeting with students early in high school to discuss and align with their goals for the future.

QPM: Our Quad Prep community has already gotten to know you first-hand as a leader and educator this fall. What are some of your favorite hobbies and interests outside of our Quad Prep classrooms?

KG: I am really passionate about marine science and ocean conservation. In the summer, I teach in a science enrichment program for middle and high school students. I also enjoy reading, collecting records, seeing live music, and exploring Brooklyn with my 14-month-old daughter, Bridget, and husband, Charlie.
In Quad Cafe, Our Upper School Students Venture Deep into the World of Cooking – and Social-Cognitive Growth

Is a hotdog a sandwich? Is there such a thing as “American” food? On an average day in Quad Cafe, Upper School students engage in philosophical conversations (and sometimes heated debates) around these and other controversial topics in the world of food. And even as they devise their arguments and rebuttals in these debates, or research cultural food traditions, or invent and execute recipes, a deeper social-cognitive lesson is taking place.

Each week, Upper School students enrolled in the Quad Cafe course have the opportunity to cook together remotely — collaborating with one another to select a recipe and devise a plan of action to bring their recipe to life. Learning their way around a kitchen capitalizes on students’ interests in cooking and baking (and develops practical skills for daily living). However, our Speech-Language Pathologists, Maureen Reed and Jessie Sherry, see evidence of a second layer to this work.

“[I] like to think the class is a low stakes way to develop executive function skills explicitly and social interaction skills implicitly,” says Reed. “We practice strategies to improve planning skills as preparation for our cooking classes. This way the students have something to look forward to while they’re working on key skills that will help them improve in their academic classrooms. In Quad Cafe, they grow these same skill sets, but without the stress (internal or external) of performing on an academic task.”

Sherry adds, “The hands-on component of this course is crucial for maintaining students’ level of engagement and, ultimately, their successful learning, so we are excited to be able to cook with them remotely!”

Quad Cafe students echo this sentiment. Phoenix student Aiden Oliva says that the most exciting part of class so far has been “Getting to actually cook things!” So far, the Phoenix group has made cookie dough bites and Toad in a Hole, an egg and sausage dish that exposed the students to the culinary culture of the United Kingdom. Students have taken turns researching, giving presentations, and leading their classmates through diverse culinary traditions.

Of course, our Quad Prep students love to bring fresh perspective even to established recipes, and Reed and Sherry encourage them to be inventive. In Cosmos, their recipe research and reinvention resulted in rice krispy treats of both traditional and no-bake varieties, and a wide array of sushi, ranging from vegetarian to a new interpretation of a classic dish: sushi prepared entirely with candy. Cosmos student Ronan Burton says that his favorite cooking experience so far has been making the pumpkin pie. Phoenix student Oliva remarked, “I had a little experience, but not a lot, with cooking.” Through this class, he says, “I see my cooking skills growing tremendously!”

And learning to cook is only one of the benefits of Quad Cafe for our students. Reed notes, “Now that we are doing hands-on activities in the kitchen, I’ve been seeing improvement in their flexibility as they compromise on lessons and their use of executive function strategies.”

And what are they planning to make next? Mini pumpkin pies! A classic fall favorite, with an educational twist.
Spotlight on Diversity, Equity, and Inclusion

At Quad Prep, diversity, equity, and inclusion remain foundational in who we are and everything we do. All across our campuses and our community this fall, students, teachers, staff, and families have been engaging in important conversations and programs around diversity, equity, and inclusion. Here are just a few:

In our Early Elementary Juno classroom, students focused on multicultural art during the month of October. They learned about the artist José Guadalupe (Lupe) Posada, the influential nineteenth- and early twentieth-century lithographer, relief painter, and illustrator, whose best-known works include his series on calaveras. With Posada’s work as a springboard, students read stories about the Day of the Dead and learned more about sugar skulls, even making their own paper mache sugar skull masks.

Meanwhile, in our Lower School, some of our 4th and 5th grade students are reading the novel *Stella by Starlight* by Sharon M. Draper, a powerful story about coming of age in the deeply segregated Jim Crow south. Here is a little glimpse:

“Stella lives in the segregated South—in Bumblebee, North Carolina, to be exact about it. Some stores she can go into. Some stores she can’t. Some folks are right pleasant. Others are a lot less so. To Stella, it sort of evens out, and heck, the Klan hasn’t bothered them for years. But one late night, later than she should ever be up, much less wandering around outside, Stella and her little brother see something they’re never supposed to see, something that is the first flicker of change to come, unwelcome change by any stretch of the imagination. As Stella’s community—her world—is upended, she decides to fight fire with fire. And she learns that ashes don’t necessarily signify an end.”

Our parent community has also been involved in our Diversity, Equity, and Inclusion programs this fall! On Tuesday evening, October 27th, parents from across all three divisions gathered together for a special workshop on anti-bias parenting, led by DEI consultant Dr. Sandra Chapman. In small breakout rooms and full-group discussions, parents discussed experiences and shared perspectives, considering the nuances of practicing an anti-bias parenting approach, in concert with Quad Prep’s anti-bias curriculum.

Throughout it all, our faculty and staff DEI Task Force has been hard at work. Comprising staff members from across our preps and campuses, this dedicated team has been instrumental in all aspects of our anti-bias programming and curriculum. We’re so grateful to this incredible staff committee for their commitment, vision, drive, and impact!
We're delighted to announce our 2020-2021 Candidates for the Certificate in Meeting the Needs of Twice-Exceptional Students. After applying and being granted acceptance, this cohort of faculty and clinicians is embarking on a year-long collaborative study designed specifically for individuals that have experience in their chosen profession and who want to deepen their understanding and practice with 2e students.

Gursharan Singla
- Head Teacher - Early Elementary -
Sharan Singla has been an educator for over ten years and is in her second year teaching at Quad Prep. She graduated Cum Laude from Baruch College with a BA in psychology, was awarded a Master of Science in Early Childhood General and Special Education from Hunter College, and holds a Master of Research in Clinical Psychology from the University of Birmingham in England, United Kingdom. She is a published researcher and is multilingual in Punjabi, Hindi, Urdu, Italian and English.

Jamie Bendell
- Music Therapist - Lower School & Early Elementary -
Jamie Bendell is a Board-certified music therapist and TONY Award winning member of the NYC music and entertainment industry, both in producing and performing. She received a BBA from Emory University with a Business concentration and minor in Fine Arts in 2009, and received her MA in Music Therapy from NYU Steinhardt School last year. She is in her third year practicing and teaching music at Quad Prep.
Armelle Geday
- Head Teacher - Early Elementary -
Armelle Geday is in her first year teaching at Quad Prep. She received her BA from Tufts University in Child Study and Human Development, and an MA in Early Childhood Education and Special Education from Teachers College, Columbia University, where she also received a Bilingual Extension in French.

Kelsey McKeon
- Head Teacher - Lower School -
Kelsey is in her third year teaching at Quad Prep. She received a BA in Psychology and American Sign Language (High Distinction) and a Master of Science in Elementary Education (with a certificate for teaching students with disabilities) from the University of Rochester.

Vivian Lin
- Head Teacher - Lower School -
Vivian Lin is in her seventh year teaching and second year as a Head Teacher at Quad Prep in the Lower School division. She received a BA in Psychology with a minor in Health and Wellness from Stonybrook University, and MS in Childhood Education, Mathematics from Brooklyn College. Vivian is bilingual in conversational Mandarin and English.

Athena Tahos
- Speech-Language Pathologist - Lower School -
Athena Tahos is a Licensed Speech-Language Pathologist, a social cognitive therapist and teacher of students with speech and language disabilities. She is entering her fourth year practicing and her second at Quad Prep in the Lower School division. She received a BA in Psychology from Franklin and Marshall College and a MS in Communication Sciences and Disorders from NYU. She is bilingual in Greek and English.

"My clinical experience and training is just one piece of the 2e puzzle, and being able to collaborate with teachers in this program has given me tremendous insight into best practice from an academic standpoint."
- Athena Tahos
Through the Cloverleaf Transition Program, Our Students Look Ahead to Bright Futures

In these early months of the school year, our Quad Prep students are already looking ahead to the future. At Quad Prep, we recognize how important it is to nurture and encourage our students as they cultivate their interests and gifts. From talent development opportunities in our Lower School to our Cloverleaf Transition Program in our Upper School, our students experience holistic support as they imagine lives full of possibilities and pathways.

For our Upper School students, our team helps each student build the bridge that will bring them from school into their dreams for their futures, including college and career. Our Cloverleaf Transitions Program team offers supportive guidance and partnership for all our students and families as they look to their own unique transitions and think about the question, “What’s next?”

Our Cloverleaf Transitions Program is already busy collaborating with students and families, and bringing exciting new programs to life. Here are just a few highlights from the fall — and a few sneak-peaks of what’s to come:

**Student & Family Conversations**

Already this fall, our Cloverleaf Transitions team has been engaged in conversations with our 11th and 12th grade Zenith students. And, in the coming months, we’ll be reaching out to our younger Zenith and Upper School students and families, as well, so that we can support the early stages of their Cloverleaf Transitions journey. Each student has unique dreams and interests, and our Cloverleaf program is here to help each student and family develop the individual, personalized plans that best support that student in their journey to adulthood — from fostering independence to growing key sets of skills to planning (and taking strategic next steps) for college and career.

**Upper School Guest Speaker Series**

Each year we bring a series of guest speakers to our Upper School community — ranging from young professionals across fields and industries to current college students and recent graduates. Each guest shares their perspective and experiences in navigating life in a variety of post-secondary settings, along with the skills and strategies that have brought them success in their careers and educations. Our roster of speakers is driven each year by our students’ own requests and interests. We have an exciting slate of speakers ahead for our Upper School students this winter and spring — with more details on this year’s programs to follow!

**Mentor Chats**

Through our Cloverleaf program, we offer Upper School students opportunities for Mentor Chats, one-on-one conversations with professionals in areas of interest. We offer students guidance as they prepare for their mentor conversations and support them as they run their own Mentor Chat sessions. These Mentor Chats give our students space to ask questions, explore interests, deepen their understanding, and form a wider web of connections. We’re excited to engage our students in this year’s Mentor Chat opportunities!
Marcus Mabry is an award-winning journalist and author. Since 2016, he has been the Vice President of Global Programming at CNN Digital, where he leads the teams that decide what news goes on CNN.com’s homepages, the CNN mobile app and on social platforms like Facebook and Twitter. Before joining CNN, Marcus spent 8 years at The New York Times as a business editor, editor-at-large and digital anchor and editor. Marcus has also worked at Twitter as the editor of Twitter Moments and at Newsweek, where he spent 19 years as an editor, foreign correspondent in Paris and Johannesburg, and State Department correspondent in Washington. Marcus is the author of *White Bucks and Black-eyed Peas: Coming of Age Black in White America* and *Twice as Good: Condoleezza Rice and Her Path to Power*. Marcus serves on the board of The Lawrenceville School and the International Schools Services. He is a member of the Council on Foreign Relations, the National Association of Black Journalists, The LGBTQ Journalists Association and the Overseas Press Club. Marcus and his partner Christopher are the parents of Miles, a sixth grader at Quad Prep, and his twin brother, Grayson.

Q: What excites you the most about Quad Prep (and its program and values)? What strikes you as you look to Quad Prep’s future?

MM: Our family values Quad’s attention to the whole child as an individual -- from her or his academic needs to their social and emotional needs. That has earned my family’s enduring gratitude. But it was Quad’s attention to diversity, equity and inclusion -- on top of its dedication to 2e children -- that really blew me away.

Q: What inspires you to give your time to Quad Prep as a member of our Board?

MM: I’m an African-American whose life was transformed through the power of education. I was raised by a single mom and thanks to the generosity of others I was able to attend an amazing independent high school near Princeton, The Lawrenceville School. I believe in giving back. I serve on the board of Lawrenceville and I was so impressed by Quad’s commitment to DEI -- it has done more than most companies have! -- that I wanted to help strengthen Quad and its mission in any way I could.

Q: What are you looking forward to in your new Board role?

MM: I hope to help us meet our inclusion goals and our development goals. Resources make dreams come true, and we all need to help find resources where we can.

Q: Can you tell us a little bit about you? Your family, your hobbies and interests?

MM: I’m a veteran journalist. I lead the teams at CNN that decide what news goes on our homepages and on social media. I’ve worked at *The New York Times*, *Newsweek* (the old *Newsweek*), Twitter and now CNN. I’ve been a foreign correspondent in France and South Africa. And our family has lived in London as well as New York. We’re an LGBTQ family with two dads and multiple races. We love to travel abroad.
Early Elementary

Early Elementary students had a lovely time on their virtual field trips over the last few Fridays! From Monterey Bay Aquarium to explore the sea creature cams, to outer space to learn about the solar system, to the San Diego Zoo to visit elephants, these students have become international and intergalactic explorers!

Model UN

The students on the Upper School Model UN team have been engaged in a mock debate on the age of criminal responsibility. Students each chose a different country to represent, from Iceland to Australia, then worked together to find a solution!

Lower School

In alignment with the Psychosocial Theme of the month “Cause & Effect”, students in Lower School music listened to examples of “spooky” music from 2 different music genres, and worked on developing vocabulary to describe the “spooky” characteristics they were hearing. Following, students created their own spooky music with Dot Piano and Music Grid.

Sorry

Because of its privacy settings, this video cannot be played here.
Phoenix

Obstacle courses are used in Upper School movement classes, and each obstacle course has different checkpoints that help with the different skills needed in the unit game, Ultimate Handball. In this obstacle course, Penny is doing a side shuffle down our court to practice defense, then two big hops through the hula hoops to mimic two big steps that you are allowed to take in the game and ending the course with a catch. Of course, everyone always cheers their classmates on!

Nebula

What did Nebula use to explore a lesson on sorting? Emojis! Different emojis were sorted by mouth shape, emotion, and eye shape.

Quasar

The Quasar classroom participated in a Psychosocial lesson that used Band-Aids to explore the concept of “fair is not equal”. They started their discussion about what fairness means to them, and each student was given an index card with a specific injury (i.e. paper cut, broken leg, etc.) Each student was also handed a Band-Aid, but the Band-Aid wasn’t able to help everyone’s injuries, even though they all got the same thing. After the lesson, students were able to relate this lesson of “Fair is not equal” to getting needs met, both at Quad Prep and outside the classroom!
Why I Give to Quad Prep

This year at Quad Prep may look different than any other, but ever since March, we've been sure of one thing: For our twice-exceptional students, and our uniquely exceptional school, it is not enough to survive this difficult time. Twice-exceptional children are tomorrow’s leaders, change-makers, iconoclasts, and innovators, and we are committed to ensuring that every child continues to thrive.

This year, our Annual Appeal is more important than ever. It helps to cover the extraordinary costs of operating both remote and hybrid programs — and it allows us to grow forward with enhanced personalized learning; support and professional development for our incredible teachers and staff; and expanded involvement in diversity, equity, and inclusion. Why give to Quad Prep? Your generosity makes a meaningful impact in the lives of our students and community. This year, every gift is crucial.

“At Quad Prep, my son is in a place where he's loved and cared for. Our teachers enable children to bring out the best in themselves, so that my son can be who he is. A teacher cannot be at Quad Prep if they do not love what they do. It takes someone very special, and everyone at Quad Prep shares a mission to embrace our children for exactly who they are. In my son’s class, the teacher has been talking about empathy. And I empathize with what our teachers are doing, and the incredible preparations that go into their teaching, especially this year. I feel a very personal connection with Quad Prep, and I want to give back, by giving my love, time, energy — and a donation. When I open myself up and give, it is a way of saying that I support you, and that we are united; we are together. That is very powerful.”

- Livia Cheung, Quad Prep Parent
“When my son was accepted to Quad Prep, I literally burst into tears. This has been a long journey. My son was having a hard experience in public school, and as we got closer to his graduation, everyone kept trying to place him at schools that I knew weren’t appropriate for him. In our initial interview at Quad Prep, when I described my son, they understood him right away. They saw him for more than just his academic accomplishments. And since he’s been at Quad Prep, I already notice a difference in him. I love how they customize learning to students’ interests, and I appreciate the whole collaborative approach. It allows me to feel more at ease as a parent. I’m super grateful. Coming to Quad Prep is like winning the lottery. I told my son, this is like making the NBA. I am in awe, and it meant a lot to me to give my donation. If I can give back in any way, I will.”

- Jessica Reyes, Quad Prep Parent

“I give to Quad Prep because I want to be able to provide our staff with the support and resources that really enhance learning. I see how impactful giving is; tuition alone doesn’t cover everything. Our staff find so many creative ways to engage our students, and I want to support that creativity. Because Quad Prep is so unique, professional development is especially important. One of the great strengths of our program is that we don’t just follow one methodology. Professional development programs allow us to give our staff a wide range of resources. Our 2e Certificate Program has been an amazing opportunity to better serve our students. We see its impact in the team members who did the program in past years; we still talk about and build on the research and projects they did in the Certificate Program. Through professional development, we can make sure that everyone feels supported.”

- Emily Vizza, Director of Clinical Affairs, Quad Prep
Storytelling Festival &
Grandparents and Special Friends & Relatives Day

Celebrating the Connective Power of Stories!

Our weeklong Storytelling Festival is full of celebration! Throughout the week, we welcome our community to join us for our annual Book Fair – to be held online this year, in partnership with local bookshop Greenlight Bookstore. Be sure to visit our virtual Book Fair to choose your holiday gifts, your next winter read, or your new favorite novel. More information (and link!) to follow!

The festival continues with a special community program on Creativity and Storytelling, featuring Quad Prep parents who through their professional work in the arts, bring stories to life on the stage and the page. Be sure to join us on Wednesday evening, December 2nd for this fascinating conversation!

And during this week of socially distant storytelling, it is especially meaningful to celebrate our students’ connections with their extended webs of support: the grandparents, family friends, and relatives who cheer for and champion them. This year’s Grandparents and Special Friends & Relatives Day will round out our Festival on Friday, December 4th.

For more events, check the 2020-21 Family Calendar in Quadrangle

SPECIAL EVENTS & PROGRAMS

Tuesday, November 17th
Breakthroughs Seminar

Monday, November 30th – Monday, December 7th
Storytelling Festival

Wednesday, December 2nd
Creativity & Storytelling

Friday, December 4th
Grandparents and Special Friends & Relatives Day

March 10-12th, 2021
Breakthroughs in Twice-Exceptional Education Conference 2021

March 11th, 2021
Founders Gala
Joyful, Not Painful: Education Spaces for All Learners

We live in a neurodiverse world, but most education spaces are not designed for the neurodiverse population they serve. Learning is inseparable from the environment in which it takes place, and that environment should make learning possible, and joyful, for all students. And so learning spaces must adapt to the learners – not the other way around.

Though some children with special needs are well supported by specialized schools, legions of students with learning differences—diagnosed and undiagnosed – flounder in spaces that privilege those who can sit still, face forward, and tolerate a bright room. An inhospitable school environment causes mental and physical pain.

We will present examples from our research and practice in designing neuro-inclusive spaces, exploring the boundaries between materials, objects, rooms and programs to allow for movement and choice that lessen the impact sensory sensitivities -- all with the goal of unlocking the generative power of difference.

Jennifer Carpenter and Irina Verona lead Verona Carpenter Architects, an award-winning architecture and interiors practice in Manhattan with expertise in education, workplace, and culture. Collaborators for over twenty years, the partners design with humanity and for resilience, with the community of users always in mind. The firm’s current roster of clients includes Princeton University, Hines, and Adidas. Verona Carpenter Architects was one of five winners in the 2019 international competition to design a new K–12 school for the University of Louisiana, a project they presented this year at the Thomas Jefferson University symposium on neurodiversity and the built environment. The firm’s recent Brooklyn Bathhouse project won the top prize in Interior Design Magazine’s 2020 NYCxDesign competition in the Wellness category, and their Adidas New York showroom design was an honoree for Creative Office. In the past year Verona Carpenter has been featured in Forbes, Architectural Digest, Vogue, and other publications.

Verona Carpenter is committed to improving the city they live and work in, providing pro-bono services to organizations including The Quad Preparatory School, the Food and Finance High School, and the Museum of Food and Drink.

Jennifer and Irina both earned their Master of Architecture degree from Columbia University’s Graduate School of Architecture, Planning and Preservation. Jennifer graduated summa cum laude with a BA from Yale; Irina received her BA from Princeton and is the recipient of a Fulbright fellowship in Barcelona. Both partners are registered architects and members of the NY American Institute of Architects Social Sciences committee.
"Through our innovative programs we are leading a larger movement in service of both twice-exceptional people and society at large."

Quad Prep
magazine

25 Pine Street, Floor 4
New York, NY 10005